

FORMAT FOR CORRELATION TO THE GEORGIA PERFORMANCE STANDARDS

Subject Area: English Language Arts Grade 6 **State-Funded Course:** 23.01400 Reading/Grade 6 23.01410 Reading/Grade 6
– Academic Block Remediation 23.01460 Reading/Grade 6 – Connections Remediation

Textbook Title: Focus on Reading Strategies Level F Student Book and Teacher Guide

Publisher: Perfection Learning Corporation

*The Georgia Performance Standards for grades K-8 English Language Arts/Reading may be accessed on-line at:
<http://www.georgiastandards.org/>.*

<u>Standard</u> (Cite Number)	<u>Standard</u> (Cite specific standard)	<u>Where Taught</u> (If print component, cite page number; if non-print, cite appropriate location.)
<u>ELA6LSV1</u>	ELA6LSV1 The student participates in student-to-teacher, student-to-student, and group verbal interactions. The student	
	b. Asks relevant questions.	For each selection, students are encouraged to jot thoughts and answer embedded questions as they read. Narrow, lined margins are provided beside the selections
	c. Responds to questions with appropriate information.	SB & TG based on discussion regarding featured selections
	d. Confirms understanding by paraphrasing the adult's directions or suggestions.	SB & TG based on discussion regarding featured selections
	h. Responds appropriately to comments and questions.	SB & TG based on discussion regarding featured selections
	i. Volunteers contributions and responds when directly solicited by teacher or discussion leader.	SB & TG based on discussion regarding featured selections
	j. Gives reasons in support of opinions expressed.	SB & TG based on discussion regarding featured selections
	k. Clarifies, illustrates, or expands on a response when asked to do so.	SB & TG based on discussion regarding featured selections
<u>ELA6R1</u>	ELA6R1 The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.	
	Critical Component: For literary texts, the student identifies the characteristics of various genres and produces evidence of reading that:	
	d. Applies knowledge of the concept that theme refers to the message about life and the world that the author wants us to understand whether implied or stated.	Unit 6 featured strategy is Examine Theme SB pp 108–124; TG pp 61–69
	e. Identifies and analyzes the elements of setting, characterization, plot, and the resolution of the conflict of a story or play: i. internal/external conflicts ii. character conflicts, characters vs. nature, characters vs. society iii. antagonist/protagonist.	Unit 5 featured strategy is Understand Characterization SB pp 88–107; TG pp 53–60

<u>Standard</u> (Cite Number)	<u>Standard</u> (Cite specific standard)	<u>Where Taught</u> (If print component, cite page number; if non-print, cite appropriate location.)
ELA6R1 Continued	g. Defines and explains how tone is conveyed in literature through word choice, sentence structure, punctuation, rhythm, repetition, and rhyme.	SB p 57
	Critical Component: For informational texts, the student reads and comprehends in order to develop understanding and expertise and produces evidence of reading that:	
	d. Identifies and analyzes main ideas, supporting ideas, and supporting details.	Unit 1 featured strategy is Find Relevant Details SB pp 6–24; TG pp 15–22
ELA6R2	ELA6R2 The student understands and acquires new vocabulary and uses it correctly in reading and writing. The student	
	a. Determines the meaning of unfamiliar words by using word, sentence, and paragraph clues.	SB pp 11, 21, 32, 41, 48, 55, 84
	c. Identifies and interprets words with multiple meanings.	SB pp 36–37, 48, 55
	d. Uses reference skills to determine pronunciations, meanings, alternate word choices, and parts of speech of words.	SB pp 21, 55
ELA6R3	ELA6R3 The student reads aloud, accurately (in the range of 95%), familiar material in a variety of genres, in a way that makes meaning clear to listeners. The student	
	a. Uses letter-sound knowledge to decode written English and uses a range of cueing systems (e.g., phonics and context clues) to determine pronunciation and meaning.	Skill is not specifically taught but evidenced by student’s reading of the selections
	b. Uses self-correction when subsequent reading indicates an earlier miscue (self-monitoring and self-correcting strategies).	Skill is not specifically taught but evidenced by student’s reading of the selections
	c. Reads with a rhythm, flow, and meter that sounds like everyday speech (prosody).	Skill is not specifically taught but evidenced by student’s reading of the selections
ELA6RC1	ELA6RC1 The student reads a minimum of 25 grade-level appropriate books or book equivalents (approximately 1,000,000 words) per year from a variety of subject disciplines. The student reads both informational and fictional texts in a variety of genres and modes of discourse, including technical texts related to various subject areas.	Focus on Reading Strategies Level F contains 12 selections, all by different authors in fiction and informational representing a variety of genres.
ELA6RC2	ELA6RC2 The student participates in discussions related to curricular learning in all subject areas. The student	
	a. Identifies messages and themes from books in all subject areas.	Unit 6 featured strategy is Examine Theme SB pp 108–124; TG pp 61–69
	e. Examines the author’s purpose in writing.	SB p 112

<u>Standard</u> (Cite Number)	<u>Standard</u> (Cite specific standard)	<u>Where Taught</u> (If print component, cite page number; if non-print, cite appropriate location.)
ELA6W1	ELA6W1 The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and provides a satisfying closure. The student	
	a. Selects a focus, an organizational structure, and a point of view based on purpose, genre expectations, audience, length, and format requirements.	SB: a "Write to Learn" section follows each selection.
	b. Writes texts of a length appropriate to address the topic or tell the story.	SB: a "Write to Learn" section follows each selection.
	c. Uses traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question).	SB: a "Write to Learn" section follows each selection.
	d. Uses appropriate structures to ensure coherence (e.g., transition elements).	SB: a "Write to Learn" section follows each selection.